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ABSTRACT

As a followup to the 1979 report by the President's Commission on Foreign Language and International Studies, "Strength Through Wisdom," a study was conducted to learn what progress has been made toward improving international knowledge among Americans. State foreign language supervisors and others responsible for international education at the state level were surveyed concerning the changes that have occurred in their states based on the report's recommendations. The survey focused on changes in enrollments, languages offered, course requirements, teacher certification requirements, and state level leadership. Results from the 36 respondents and other information from earlier reports are presented. One of the strongest indicators of change is sharply increased foreign language enrollment in individual states and throughout the country. This change is traced to the return of foreign language requirements at all educational levels. The number of languages taught has also increased substantially. Ten states have added foreign language specialists at the state level. International studies have drawn attention only recently. Obstacles to continued expansion in both areas include funding, public attitudes, teacher recruitment, retention, development, articulation, and scheduling. Highlights of individual state initiatives are included. (MSE)

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THE STATE OF THE STATES

State Initiatives in Foreign Languages and International Studies, 1979 - 1989

compiled by

Jamie B. Draper
Joint National Committee for Languages
Washington, DC

in cooperation with the

National Council of State Supervisors of Foreign Languages

December 1989

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THE STATE OF THE STATES

State Initiatives in Foreign Languages and International Studies, 1979 - 1989

compiled by

Jamie B. Draper*
Joint National Committee for Languages

In November 1979, the President's Commission on Foreign Language and International Studies issued its final report on the state of international education in the United States. This report, Strength Through Wisdom, pointed with alarm to the lack of international knowledge on the part of the nation's citizens. James A. Perkins, Chairman of the Commission, noted in his transmittal letter to President Carter that "the hard and brutal fact is that our programs and institutions for education and training for foreign langauge and international understanding are both currently inadequate and actually falling further behind. This growing deficiency must be corrected if we are to secure our national objectives as we enter the twenty-first century."

A new series of reports began appearing in the mid-1980s. This time the reports were coming from groups whose members had real power to change the course of international education. The Council of Chief State School Officers, the Southern Governors' Association, and most recently the National Governors' Association, have all issued strong statements in support of improving foreign language and international studies across the country.

A decade has now passed since we first began hearing that Americans' international awareness was "nothing short of scandalous." How far have we come? Are we any better prepared to face the challenges of the twenty-first century than we were ten years ago?

Congress has shown increased interest in foreign language and international education with each passing session, enacting authorizing legislation for dozens of new programs. Funding has increased significantly for higher education, exchange and defense-related activities. Other education levels, however, remain woefully underfunded or, in some cases, not funded at all.

While the increased support at the federal level has been notable, it is at the state level where the changes have been truly impressive. The Joint National Committee for Languages (JNCL) began monitoring the state of the states in 1984, when the first effects of Strength Through Wisdom were being felt. The yearly survey has helped document the rapid improvements that have been made in some

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* This survey could not have been completed without the assistance of members of the National Council of State Supervisors of Foreign Languages, and other individuals responsible for foreign language and international studies at the state level. Their continued cooperation over the past four years has proven invaluable in documenting the status of international education in the United States.

areas, while pointing out those areas where more work needs to be done. Because of the significance of the President's Commission in beginning efforts at improving foreign language instruction, this year's state report will look at the progress which has been made in the past decade, what challenges are to be faced in the decade ahead, and what obstacles still remain as we enter the twenty-first century.

The Survey

A survey was sent to the members of the National Council of State Supervisors of Foreign Languages, and other individuals responsible for international education at the state level. They were asked to assess the changes which had occurred within their states based on the recommendations of the various reports which have been released over the past ten years. The survey focused on changes in enrollments, languages offered, course requirements, teacher certification requirements, state level leadership, etc. 36 states responded. Additional information for this report was taken from the five earlier JNCL state reports, as well as from the foreign language enrollment surveys of the American Council on the Teaching of Foreign Languages (ACTFL).

Foreign Languages

One of the strongest indicators of the renewed interest in foreign language education is the sharp increase in enrollments in all parts of the country. In 1979, 8 states had fewer that ten percent of secondary students enrolled in a foreign language and the highest percentage of enrollment in any state was 39% (Connecticut). The majority of states had 10 - 20% of their students studying a foreign language. Most recent enrollment figures indicate that there is no state with fewer than 10% of the secondary school population enrolled in a foreign language, and the highest enrollment figures are 54% (New York). The majority of states have 20 - 30% of students enrolled in a foreign language.

Enrollment changes in individual states are even more dramatic. Florida in 1979 had 120,620 students studying a foreign language. 1989 figures show that number has nearly tripled to 335,287. Georgia's enrollments increased from 50,000 to 134,000. Most significant, perhaps, are the enrollment figures in states where no requirements exist. Oregon had 29,350 foreign language students in 1979. Ten years later, with no additional requirements, the number had increased to 54,000.

The marked rise in enrollments can be traced in many instances to the return of foreign language requirements at all levels of education. Ten years ago, no American student was required to study a foreign language prior to entering high school, an only two required elementary schools to even offer a foreign language. Three state now either implemented, or are in the process of implementing mandates for foreign language instruction in the elementary or middle/junior high school years. Louisiana requires foreign language study of all academically able fourth through eighth graders, and New York requires two years of foreign language study before completing grade 9. North Carolina is in the process of implementing its mandate for all elementary school students to study a foreign language every year in Kindergarten through grade 5.

Foreign language requirements for high school diplomas did not exist in 1979. In

1989, only New York and the District of Columbia require foreign language study of all high school graduates. However, nine states require foreign language study, generally two years, for "honors" diplomas or for college-bound students. Additional incentives for students to study foreign language prior to high school graduation is the reinstatement of college and university entrance requirements in seventeen states.

In addition to the number of students studying foreign languages, there has been a considerable increase in the variety of languages being offered at the pre-collegiate level. In 1979, virtually every state reported offering the four most commonly taught foreign languages: French, German, Latin and Spanish. Russian followed; offered in seventeen states. Only two states offered any instruction in Japanese or Chinese and no state offered Arabic. Ten years later, twenty-one states report the availability of Japanese instruction, 17 offer Chinese and five offer Arabic. Many of these programs would not exist without the use of satellite instruction and other forms of distance learning.

One recommendation made repeatedly in the international education reports is the addition of a foreign language coordinator in state departments of education. In 1979, 21 state education agencies employed foreign language consultants or supervisors; 15 did not. Since that time, ten states have added such positions, on at least a part time basis.

International Studies

International studies have only recently begun to get the attention which has been garnered by foreign language instruction; primarily because of the broad range of topics encompassed by the term "international studies." However, requirements for international components in school curricula are increasing. Several states require specific courses, such as geography, or world history, for high school graduation or college admission. Internationalizing the elementary school social studies curriculum is also gaining in popularity.

While education reports have called the establishment of state coordinators or offices of international education, very few states have done so. Only ten states reported employing an international education specialist. Responsibility for international studies generally falls to the foreign language specialist, social studies specialist, or the duties are shared by both.

Another frequent recommendation of the many education reports is increasing the international knowledge of the teaching profession by requiring foreign language and international studies course of all prospective teachers. This is another idea which has not caught on at the state level. However, because many states put responsibility for teacher preparation programs completely with individual teacher education institutions, there may be more of an international emphasis than this survey indicated.

Overall, there has been a growing interest on the part of the business community in supporting foreign languages and international education. This is most in the proliferation of state advisory councils, world trade councils, and other coalitional efforts which have been established at the state level bringing together representatives of the government, academic, and business communities.

Challenges Ahead

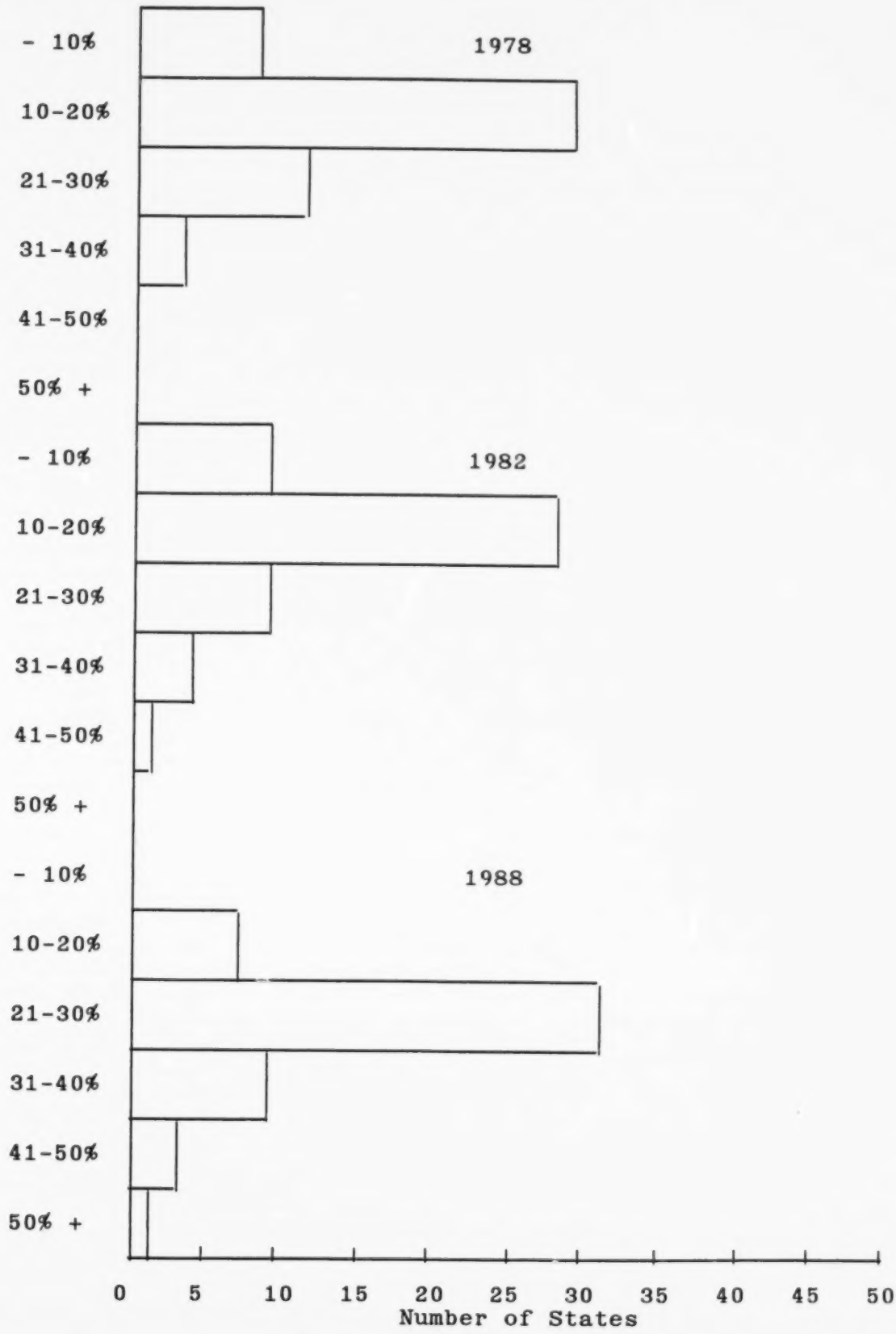
Three major obstacles to the continued expansion of foreign language and international studies were mentioned repeatedly in the survey responses. As anticipated, funding is the number one obstacle facing a majority of states (18). Also, given the findings of the 1988 JNCL state report, it was also expected that problems of foreign language teacher recruitment, retention, and continued professional development will be a major challenge to the provision of quality foreign language instruction in the coming decade. Other problems mentioned included the lack of articulation among the various education levels, problems of scheduling in a full school day, and the rural nature of many school districts. One bright spot, however, was that two states, New York and New Mexico, reported that no major obstacles remain to the continued growth of international education.

The most startling finding of the survey, however, was that the second most frequently mentioned obstacle (16 states) was public attitudes and perceptions of the importance and usefulness of foreign language education. Despite all the media attention, the support of national leaders and the highest level state leaders, decision makers at local levels, and even the general public, have not been convinced of the need to increase our knowledge of the world in order to participate effectively in it.

Conclusions

The primary result of the release of Strength Through Wisdom and the numerous other international education reports has been to publicize the importance of the issues. Groups such as the Council of Chief State School Officers, Southern Governors' and National Governors' Associations must move on to other issues. However, the importance of this publicity must not be underestimated; it has galvanized some states to make giant steps forward in improving the availability and quality of instruction in foreign languages and international studies. There is much to be optimistic about. Enrollments continue to rise; states are developing innovative ways to bring instruction to even the most remote areas of the nation; and support for international education has begun to extend beyond the academic community. To continue and augment these successes, policymakers and the public, particularly at the local level, must be continually reminded of the ever increasing importance of knowledge of other languages and other cultures. It is only when the public at large is thoroughly convinced of this importance that the remaining obstacles to the expansion of international education will be eliminated.

STATE FOREIGN LANGUAGE ENROLLMENTS, 1978 - 1988



STATE FOREIGN LANGUAGE ENROLLMENTS, 1978 - 1988

1978

Less than 10% -- eight states:

Alabama, Arkansas, Louisiana, Mississippi, Missouri, Oklahoma, South Dakota, Tennesse

10% - 20% -- twenty-nine states:

Alaska, Arizona, California, D.C., Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Michigan, Minnesota, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oregon, South Carolina, Texas, Utah, Washington, West Virginia, Wisconsin, Wyoming

21% - 30% -- eleven states:

Colorado, Delaware, Indiana, Maine, Maryland, Massachusetts, New Jersey, Rhode Island, Virginia, Vermont, Pennsylvania

31% - 40% -- three states:

Connecticut, Hew Hampshire, New York

41% - 50% -- no states

over 50% -- no states

1982

Less than 10% -- nine states:

Alabama, Arizona, Arkansas, Kentucky, Louisiana, Misissippi, Missouri, South Dakota, Tennessee

10% - 20% -- twenty-eight states:

Alaska, California, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Maine, Michigan, Minnesota, Montana, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Texas, Utah, Washington, West Virginia, Wisconsin, Wyoming

21% - 30% -- nine states:

Colorado, D.C., Indiana, Maryland, Massachusetts, Nebraska, New Hampshire, Pennsylvania, Virginia

31% - 40% -- four states:

New Jersey, New York, Rhode Island, Vermont

41% - 50% -- one state:

Connecticut

over 50% -- no states

1988

Less than 10% -- no states

10% - 20% -- seven states:

Alabama, Alaska, Louisiana, Michigan, Oklahoma, Rhode Island, Tennessee

21% - 30% -- thirty-one states:

Arizona, Arkansas, California, Colorado, Florida, Texas, Washington, Georgia, Hawaii, Idaho, Illinois, Kansas, West Virginia, Wyoming, Kentucky, Maine Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota

31% - 40% -- nine states:

Delaware, D.C., Indiana, Iowa, Nebraska, New Jersey, North Carolina, Utah, Wisconsin

41% - 50% -- three states:

Virginia, Vermont, Connecticut

over 50% -- one state:

New York

STATE FOREIGN LANGUAGE REQUIREMENTS*

STATE	Elementary (K-8)	High School	College/University
Alabama		X1	
Alaska			
Arizona	X		
Arkansas	X[1]		
California		X[2]	X1
Colorado			X[1]
Connecticut			
D.C.		X	
Delaware			X1
Florida		X[1]	X[1]
Georgia		X[3]	X[1]
Hawaii			X[2]
Idaho		X[2]	
Illinois		X[2]	
Indiana		X[2]	
Iowa			X[1]
Kansas			X[2]
Kentucky		X[1]	
Louisiana	X		X[1]
Maine			
Maryland		X[1]	X[1]
Massachusetts			
Michigan			
Minnesota			X[1]
Mississippi			X[4]
Missouri			
Montana			X[1]
Nebraska			
Nevada			
New Hampshire		X[2]	
New Jersey			
New Mexico			
New York	X	X	
North Carolina	X		
North Dakota		X[2]	
Ohio			X
Oklahoma			X[2]
Oregon		X[2]	X[3]
Pennsylvania			
Rhode Island		X[3]	
South Carolina			X[1]
South Dakota			X[3]
Tennessee		X[1]	X[1]
Texas		X[1]	
Utah			X[1]
Vermont			X[1]
Virginia		X[1]	X[2]
Washington			
West Virginia			
Wisconsin			
Wyoming			

NOTES FOR FOREIGN LANGUAGE REQUIREMENTS

* Requirements are for public schools only, and include those which are in the process of being implemented. For further information, contact the state foreign language supervisors listed in the state highlights.

Elementary (K-8)

1 Foreign language instruction or cultural exercises

High School

1 Honors diploma

2 foreign language is an option for fulfilling a requirement

3 college bound students only

College/University

1 Entrance Requirement

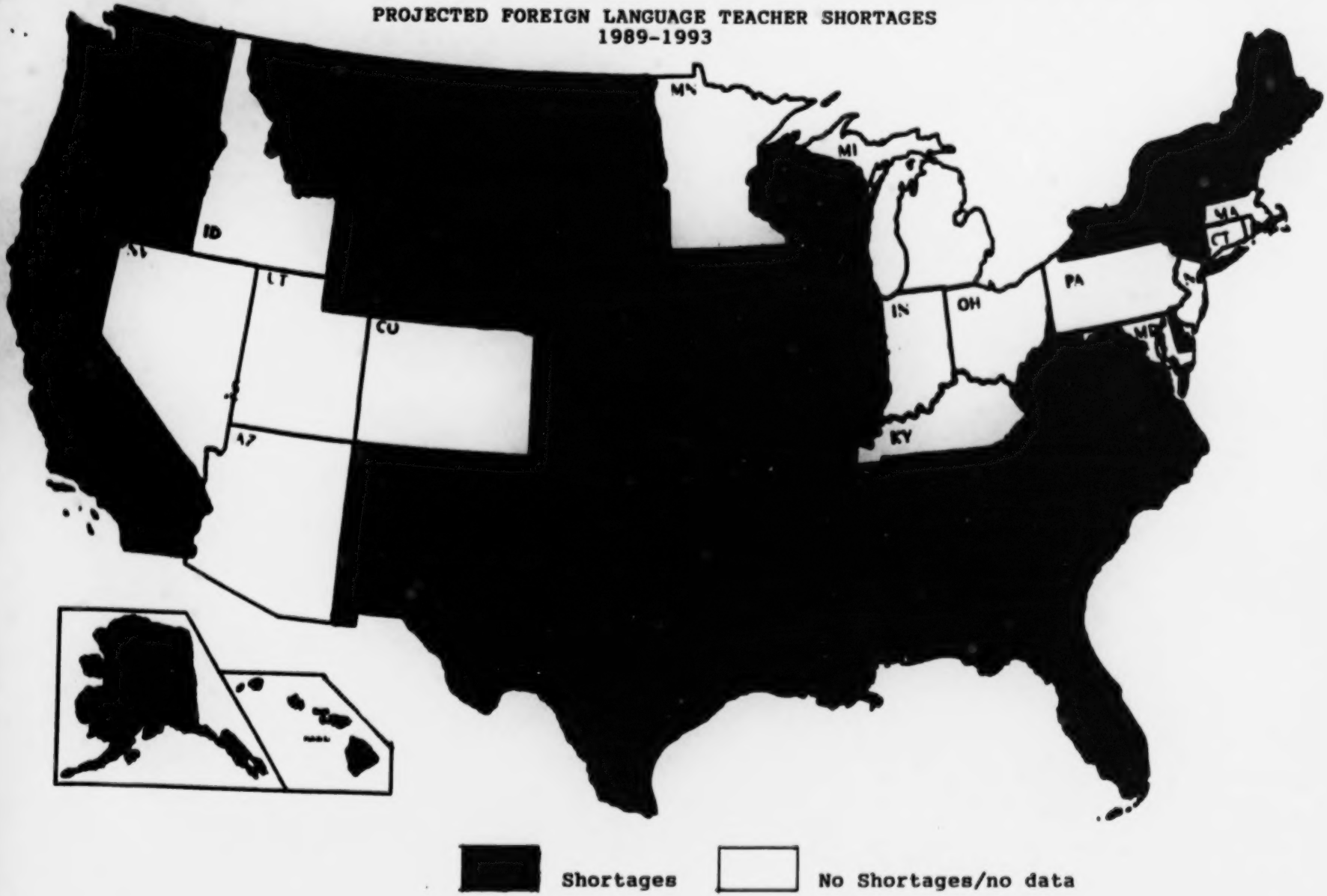
2 Degree Requirements

3 Requirement mandated and then overruled

4 Requirements under consideration

STATE FOREIGN LANGUAGE OFFERINGS, 1979-1989

STATE	Arab.		Ch.		Fr.		Ger.		Jap.		Ital.		Lat.		Port.		Russ.		Span.		Other	
	79	89	79	89	79	89	79	89	79	89	79	89	79	89	79	89	79	89	79	89	79	89
Alab.									NO RESPONSE													
Alask.									NO RESPONSE													
Ariz.					X	X	X	X	X			X	X	X			X		X	X		
Ark.					X	X	X	X	X		X	X	X	X			X		X	X		
Cal.				X	X	X	X	X	X		X	X	X	X		X	X	X	X	X		X
Colo.		X		X	X	X	X	X	X		X	X	X	X			X	X	X	X		
Conn.				X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X
D.C.									NO RESPONSE													
Del.					X	X	X	X					X	X					X	X		
Fla.				X	X	X	X	X	X		X	X	X	X			X	X	X	X	X	X
Ga.		X			X	X	X	X	X				X	X				X	X	X		
Hawaii			X	X	X	X	X	X	X	X			X	X					X	X	X	X
Idaho									NO RESPONSE													
Ill.									NO RESPONSE													
Ind.				X	X	X	X	X	X				X	X					X	X		
Iowa				X	X	X	X	X	X			X	X	X			X	X	X	X		X
Kan.			X	X	X	X	X	X					X	X			X	X	X	X		
Ken.				X	X	X	X	X	X				X	X			X	X	X	X		X
La.					X	X	X	X	X			X	X	X			X	X	X	X	X	
Maine				X	X	X	X	X	X				X	X				X	X	X	X	X
Md.									NO DATA COLLECTED													
Mass.									NO RESPONSE													
Mich.		X		X	X	X	X	X	X			X	X	X				X	X	X		X
Minn.									NO RESPONSE													
Miss.						X		X	X					X				X		X		
Mo.									NO DATA COLLECTED													
Mont.					X	X	X	X	X				X	X			X	X	X	X		
Neb.				X	X	X	X	X	X				X	X				X	X	X		
Nev.									NO RESPONSE													
N.Hamp					X	X	X	X					X	X					X	X		
N.Jers									NO RESPONSE													
N.Mex.				X		X		X	X			X		X				X		X		X
N.York			X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X
N.Car.									NO RESPONSE													
N.Dak.					X	X	X	X					X	X					X	X		
Okla.			X	X	X	X	X	X	X	X			X	X			X	X	X	X		
Ore.				X	X	X	X	X		X	X	X	X	X			X	X	X	X	X	X
Penn.				X	X	X	X	X				X					X	X	X	X		
R.I.									NO DATA COLLECTED													
S.Car.					X	X	X	X		X			X	X			X	X	X	X		
S.Dak.									NO DATA COLLECTED													
Tenn.					X	X	X	X					X	X					X	X		
Texas		X		X	X	X	X	X		X		X	X	X		X	X	X	X	X		X
Utah									NO RESPONSE													
Ver.					X	X	X	X											X	X		
Va.					X	X	X	X					X	X					X	X		
Wash.									NO RESPONSE													
W.Va.									NO RESPONSE													
Wisc.					X	X	X	X		X			X	X			X		X	X		
Wyo.									NO RESPONSE													


PROJECTED FOREIGN LANGUAGE TEACHER SHORTAGES
1989-1993
ID
CO
IN
OH
PA
KY
Shortages
No Shortages/no data

HIGHLIGHTS OF STATE INITIATIVES, 1979-1989

The following list presents some of the highlights in foreign languages and international studies which have occurred at the state level over the past ten years, including enrollment figures, requirement changes, and noteworthy programs.

For those states which do not collect enrollment data, figures from the ACTFL enrollment surveys have been used: Report on Foreign Language Enrollment in Public Secondary Schools, Fall 1982 (indicated by *) and Report on Foreign Language Enrollment in Public Secondary Schools, Fall 1985 (indicated by **).

Additional information on specific state activities may be obtained by contacting the individual listed following each entry.

Alabama

Enrollment changes: 1978 - 17,764* 1988 - 40,253

A high school honors diploma, established in 1984, requires two years of foreign language study as well as a course in world history. The University of Alabama-Tuscaloosa has a one year foreign language requirement for a bachelor's degree.

The Alabama Commission on Higher Education supports a variety of activities to enhance the quantity and quality of foreign language teachers within the state. It has sponsored summer institutes, textbook adaptation seminars, and provided grants for study abroad. Additionally, it created the Alabama Consortium for the Advancement of Foreign Language Education which conducts weekend seminars for foreign language teachers.

Contact: Joanna B. Crane, Foreign Language Specialist
Division of Instructional Services
State Department of Education
50 North Ripley Street
Montgomery, AL 36130
(205) 242-3018

Alaska

Enrollment changes: 1978 - 4,727* 1988 - 8,548 (14%)

Following recommendations of the Alaska Foreign Language Association, the state Department of Education now employs a full-time foreign language supervisor.

The Alaska Sister Schools Exhange Network, launced in 1984 as a collaborative effort between the state department of education and the University of Alaska, Fairbanks, matches Alaska schools with schools in Japan, China, Korea, Australia, and the Philippines.

The state legislature has established a Center for International Business to assist the business, government, and academic communities in training in languages, cultures, political, social and economic systems of other nations.

(Alaska, continued)

Contact: Mike Travis, Program Manager-Foreign Languages
Division of Educational Program Support
Alaska Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-2970

Arizona

Enrollment changes: 1978 - 31,426* 1985 - 55,886**
In 1982, enrollments dropped to a low of 16,000.

The state now supports a part-time (20%) foreign language supervisor.

On November 27, 1989, the State Board of Education unanimously a policy requiring all public schools to teach foreign languages to all students in grades 1 through 8 by 1999. The new policy will be implemented gradually, with all elementary, middle, and junior high schools required to offer language instruction in at least one grade by 1991. The offerings will then be increased by one grade level each successive year. The requirement may be fulfilled with modern, classical, or Native American languages.

Contact: Robert Sosa
Arizona Department Education, Bilingual Unit
1535 W. Jefferson
Phoenix, AZ 85007
(602)255-5138

Arkansas

Enrollment changes: 1978 - 16,840* (7.7%) 1988 - 28,979 (23%)

The Standards for Accreditation of Arkansas Public Schools, approved in 1984 and implemented in 1987, included a requirement that all secondary schools offer at least two units of a foreign language. Additionally, all Arkansas elementary were to provide "exercises in foreign languages" during grades K-6.

Two state universities have added a two-year foreign language requirement for unconditional admission; all others are considering similar requirements.

Arkansas Tech University sponsors summer foreign language immersion programs for 12 to 18-year-olds. The Arkansas International Languages Program offers three 12-day sessions each summer for students of Spanish, French and German.

The Gibbs School of International Studies, one of the very few K-6 foreign language/international studies magnet schools in the South, has been operating in the Little Rock School District since 1987.

(Arkansas, continued)

Contact: Susan Grier, Specialist, Foreign Language Education
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1071
(501) 682-4398

California

Enrollment changes: 1980 - 409,408 1988 - 549,953

Foreign language study must be offered in grades 7-12. As of 1987, one year of a foreign language or fine arts was required for high school graduation. Both the University of California and California State University system now require two years of a foreign language for admission.

The California International Studies Project, authorized by the state legislature in 1985, is now comprised of nine regional centers which provide professional development opportunities and resources for elementary and secondary foreign language and social teachers.

A new California Foreign Languages Initiative has begun which seeks to increase community support, provide incentives for, and generally promote foreign language study within the state. A primary goal of the initiative is to produce a long-term relationship between education and private industry.

Contact: Fred Dobb
Adele Martinez
Foreign Languages and International Studies Unit
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 445-9318/9317

Colorado

Enrollment changes: 1978 - 73,121* 1985 - 58,893**

Since September 1988, the University of Colorado has required two years of one foreign language for entrance; three years is required for entrance in Arts and Sciences.

The State Department of Education added the position of foreign language consultant in 1985. The position became part-time in conjunction with international education in 1989. The Department is currently seeking funding for a full-time foreign language consultant.

Several state universities have instituted the Oral Proficiency Interview Exam as part of the requirement for acceptance into student teaching. The OPI is also being used for hiring by the state's two largest districts.

(Colorado, continued)

The state department of education has initiated a voluntary, teacher-designed and teacher-administered performance assessment project for proficiency in four skills: an oral interview, a writing sample, plus listening and reading samples at three levels of proficiency: novice mid plus, novice/intermediate, and intermediate.

A foreign language task force was in operation from 1984-1987. Composed of teachers, higher education, parents and the community, the task force made recommendations to the State Department of Education on improvements to foreign language education in the state.

The Colorado Department of Education created the Western Consortium on International Education in 1988. The member states (Wyoming, Nebraska, New Mexico, Utah, and Arizona) have developed several goals for the year 1995: 100,000 children and adults who understand the cultures of the Pacific Rim and 10,000 who speak one of the languages (plus Spanish and/or English) at the intermediate or survival level of proficiency.

Contact: Mary Apodaca, Senior International Education Consultant
Colorado Department of Education
201 E. Colfax
Denver, CO 80203
(303) 866-6760

Connecticut

Enrollment Changes: 1980 - 102,367 1988 - 98,000 (47%) (while the actual number has decreased, the percentage of the secondary population enrolled in a foreign language has increased.

In 1986, the subject area of "foreign language" was added to the disciplines for which the state provides Institutes for Teaching and Learning. This has resulted in a tremendous increase in workshops for language teachers. The state legislature also appropriated $5,000 for an extra Rockefeller Foundation Fellowship.

The first state-wide assessment of student proficiency was conducted in 1987. The examination was used to determine the status of foreign language learning within the state.

Contact: Kenneth Lester, Foreign Language Consultant
State Department of Education
P.O. Box 2219
Hartford, CT 06145
(203) 566-3278

Delaware

Enrollment changes (grades 9-12): 1986 - 4,891 (29%) 1988 - 9,277 (34%)

In 1987 the University of Delaware revised its undergraduate admission standards to include two years of study of a foreign language.

(Delaware, continued)

Following the reinstatement of the position of Foreign Language Supervisor in 1986 after a four-year hiatus, the state has greatly increased opportunities for professional development in foreign languages. The Department of Public Instruction also appoints and convenes the Delaware Foreign Language Advisory Council. Made up of representatives of all academic levels, the Council provides input and advice to the Department on foreign language issues.

Delaware will become a member of the National Geographic Society's Geographic Alliance. Geographic education will emphasized in grades K-12.

The State Board of Education is currently considering making multicultural education a priority.

Contact: Rebecca Scarborough, State Foreign Language Supervisor
Department of Public Instruction, Instruction Division
Townsend Building, P.O., Box 1402
Dover, DE 19903
(302) 736-4887

District of Columbia

Enrollment changes: 1978 - 6,811* 1985 - 12,103**

Since 1984, all graduates of D.C. public high schools must have studied one year of a foreign language. A proposal is being considered to increase the requirement to two years.

Contact: Marion E. Hines, Director-Foreign Languages
Division of Curriculum & Educational Technologies
20th and Franklin Streets, NE
Washington, DC 20018
(202) 576-7813

Florida

Enrollment changes (K - adult): 1979 - 120,620 1989 - 335,287

Since 1979, the State of Florida has adopted several laws encouraging the development of international education programs in Florida. Florida Statute 229.6055 encourages public schools, community colleges and universities to incorporate international education into their programs. Other legislative initiatives include the creation of the Office of International Education, the Florida Linkage Institutes (linking Florida universities with those in the Caribbean), the International Volunteer Corp, the Hemispheric Policies Studies Center, and the Commission on International Education.

The Foreign Language in Elementary School (FLES) Program began in 1982-83 with 13 school districts participating. In 1988-89, twenty seven school districts are participating with a total enrollment of 60,232 students.

(Florida, continued)

Since 1987, applicants to state universities have needed two credits in a foreign language for admission.

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Georgia

Enrollment changes: 1979 - ~~0~~ 50,000 1988 - 1989 - 134,029

The number of foreign language specialists within the Department of Education has increased from 1 in 1979 to 3 in 1989.

The report of the International Education Task Force and Advisory Board has been completed and was "received" by the Georgia State Board of Education in April 1989. The report includes recommendations for increasing international competence within the state. Among these are: requiring students to attain an intermediate level of proficiency in a foreign language prior to grade nine, or enrolling in a foreign language in grade 9; requiring students to attain an intermediate level of proficiency in a foreign language for admission into a state-supported college or university; integrating foreign language study into the elementary curriculum; allowing non-native speakers of English to become literate in their native language and further develop their language skills. The report also calls for teacher education to include foreign language and international studies components, as well as increased opportunities for teachers and students to study abroad.

The state of Georgia now requires college-bound high school students to study two years of a foreign language. The state university system requires two years of foreign language study for admission. Some programs have additional requirements for receipt of bachelor's degrees.

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Hawaii

Enrollment changes: 1979 - 14,000 (7-12) 1989 - 16,700 (7-12); 5,000 (3-6)

In 1988-89, the Board of Education appointed a task force on foreign language study in Hawaii's public schools. The function of this task force is to describe the elements of an effective second language program and make suggestions for an implementation plan. The Board of Education will study the proposal and formulate a policy for second language study to present to the Department of Education.

(Hawaii, continued)

The University of Hawaii now requires two years of foreign language for all undergraduate degrees.

The Department of Education continues to receive funding for implementing Elementary Second Language study. The number of schools electing to incorporate second language study into the curriculum is expected to increase by approximately 25%. Secondary schools are exploring new ways to use technology to enhance language learning through use of computers, electronic mail and video teleconferencing.

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Idaho

Enrollment changes: 1978 - 9,978* 1987-88 - 30-35%

Since 1988, four semester credits in the humanities, which include foreign language, have been required for high school graduation.

A Foreign Language Teachers Academy was started in 1988 to provide teachers with an intensive language study experience abroad.

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Idaho Department of Public Instruction
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Illinois

Enrollment changes: 1978 - 189,968* 1985 - 200,899

In 1986, the State Board of Education approved a policy toward language and international studies which supports opportunities for all students to become proficient in a second language, for language minority students to learn English an develop their home language skills, increased opportunities in the less-commonly taught languages, and the infusion of international content throughout the curriculum.

Since 1988, new candidates for certification in French, German, Latin, Hebrew, Russian, and Spanish have been required to pass written tests in the target language. They are multiple-choice tests of grammar, vocabulary, teaching methods, and culture. The tests were developed over a year's time with the colaboration of a committee of 50 foreign language teachers.

In cooperation with the Illinois State University and Illinois Council on the Teaching of Foreign Languages, the state continues to offer GlobalFest, a two-day celebration

(Illinois, continued)

for 1500 K-12 students of foreign language and international studies from all over the state.

The General Assembly appropriated half a million dollars for FY90 to provide competitive grants to local school districts to plan and/or implement programs designed to increase the number of K-12 students enrolled in foreign language study. It is expected that this funding will increase in FY91.

The state office of education continues to cooperative efforts with the Office of Liertenant Governor, International Trade Club of Chicago, Illinois World Trade Center, Illinois Foreign Language Leadership Council, and Education for Global Involvement, to create better public support for foreign language study and legislation.

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Indiana

Enrollment changes (9-12): 1979 - 80,294 (20%) 1989 - 105,083 (37%)

In addition to substantial increases in high school foreign language enrollments, a 1987 survey indicated that 123,818 students were enrolled in elementary foreign language programs.

High school students must take two years of a foreign language and either a world geography or world history course to receive the Academic Honors Diploma.

For the past four years, and again for the next biennium, the state legislature has appropriated funds for the training of Chinese and Japanese language teachers and to support program development. In 1988-89, twenty-one Japanese classes enrolled 302 students, and 124 students were enrolled in ten Chinese classes. The state legislature funds the "Ambassadors in Education" program, which supports teacher study abroad.

Over the last ten years, the state has developed proficiency guides for the modern languages and Latin, and is in the process of developing a battery of diagnostic tests to evaluate students' proficiency as defined by these guidelines. The test should be available for teacher use in 1991.

The Foreign Language Advisory Council, appointed by the State Superintendent, is currently developing a state plan for foreign languages.

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Indiana Department of Education
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Indianapolis, IN 46204-2798
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Iowa

Enrollment changes: 1979 - 27,280 (14.7%) 1989 - 60,238 (44.3%)

The position of state foreign language supervisor was established in March of 1985.

Foreign language study is now required for admission into state colleges and universities. 1989-90 is the first year of the global education standard; global education must be infused in all curricular areas in grades K-12.

For the past three years, the state has offered $500 incentive grants to teachers for a minimum of two weeks study abroad in an organized program. Additionally, since 1986, the state legislature has appropriated $253,000 for foreign language staff development activities.

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Iowa Department of Education
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Kansas

Enrollment changes: 1976-77 - 29,154 1989 - 56,732

The position of foreign language supervisor was reinstated within the Department of Education in 1984.

The Foreign Language Advisory Council, while not currently active, has in the past made recommendations on proposed policies, assisted in the development of curriculum guides, and helped with workshops and the establishment of a resource center for foreign language teachers. Membership on the Council has included all levels of foreign language teachers, state legislators, school administrators, and representatives of business and industry.

The Kansas Plan for International Education was adopted in 1986 as part of the Strategic Plan for Kansas Public Education for the Year 2000. Among activities authorized under the plan were the identification of personnel and resources within the state, a general set of curriculum guidelines, and an inservice program designed to improve the international skills of the states' teachers.

The State Board of Education has passed a regulation requiring all districts to make the study of foreign language available as of September 1990 (at least two years of the same language).

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Kentucky

Enrollment changes: 1979 - 25,930 (13%) 1987-88 - 48,152 (26%)

The state's pre-college curriculum, developed in 1983, recommends two years of foreign language study for unconditional admission. The curriculum also requires a course in world civilization. The Commonwealth High School Diploma, first awarded in 1985-86, includes the requirement of an Advanced Placement (AP) foreign language course.

Foreign language has been added as a teaching field in the K-4 and 5-8 teacher certification programs.

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Louisiana

Enrollment changes: 1979 - 27,010 1989 - 47,611 secondary; 105,000 elementary

Since 1987, all academically-able students in grades 4-8 have been required to study a foreign language. Foreign languages are now required for admission into the Louisiana State University system.

Louisiana's foreign language program has received strong support from several foreign governments (Belgium, France, Quebec, and Mexico) over the years. These government have provided pedagogical support and scholarship opportunities which have added an international dimension to the program.

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Louisiana State Department of Education
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Baton Rouge, LA 70804-9064
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Maine

Enrollment changes: 1978 - 26,163* 1988-89 - 45,352 (21%)

The 1984 Maine Education Reform Act reinstated a foreign language consultant within the Department of Educational and Cultural Services, and also required all Maine secondary schools to offer at least a two-year sequence in one foreign language. Schools are encouraged to offer one or more additional language as part of their secondary program. The state, following the release of the 1989 National Governors' report, America in Transition, and draft reports from the state's Commission on Maine's Common Core of Learning, plans to investigate further curriculum guidelines and requirements.

Since the passage of the 1984 reform bill, professional development opportunities have increased in both quantity and quality. One such effort, the Regional Curriculum Network, engages teachers and school administrators in discussions and training

(Maine, continued)

concerning curriculum and staff development in the various content areas. State funding has also provided an annual, competitive Maine Innovative Education Grant Program in which opportunities for professional development in foreign languages/international studies do exist. Because of these and other efforts, teachers now have a greater opportunity to network, especially important in a state with wide geographical and population distribution.

An ad hoc Maine Coalition, consisting of representatives from industry, education and financial institutions, is very interested in pursuing assistance to foreign language and international studies within the state. The Maine World Trade Association provides international technical assistance, training courses and hosting of incoming visitors for businesses that are members of its organization.

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Department of Education and Cultural Services
State House Station 23
Augusta, ME 04333
(207) 289-5925

Maryland

Enrollment changes: 1978 - 107,583* 1985 - 76,667**

Both the state college and state university systems have instituted a two-year foreign language entrance requirement.

A World Trade Center Institute in currently in the planning stages.

The state has developed a new, proficiency-based foreign language curriculum framework. A series of institutes for foreign language teachers on proficiency-based instruction, plus local follow-up activities, has been offered the last few summers.

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Division of Instruction
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Baltimore, MD 21201
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Massachusetts

Enrollment changes: 1978 - 163,949* 1985 - 97,191**

Contact:

Michigan

Enrollment changes: 1979 - 106,898 (11%) 1986 - 114,828 (19.4%)

(Michigan, continued)

Although the study of foreign language is highly recommended by the State Board of Education, it is not required at this time. There has been a slight increase in foreign language required for admission/bachelor's degree at state colleges/universities.

The Department of Education recently hired a full-time foreign language supervisor after a rather inconsistent history of foreign language supervision.

In 1983, the state of Michigan issued a position paper, Foreign Language Education in Michigan Schools, which states: "It is the policy of the Michigan State Board of Education that educational institution at all levels support the study of foreign language by establishing policy and procedures to provide students with the opportunity for instruction in foreign languages."

Better Education for Michigan Citizens: A Blueprint for Action, a report serving as the framework to guide educational change throughout Michigan, recommends that every school district develop foreign language programs at the elementary level and develop program goals in specific proficiencies.

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Instructional Specialists Program
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Lansing, MI 48909
(517) 373-1484

Minnesota

Enrollment changes: 1982-83 - 14% of 7-12 enrollment 1987-88 - 30% of 7-12 enrollment

In 1986, the Board of Regents of the University of Minnesota approved higher entrance requirements to be implemented by 1991.

New general education program requirements would call for each school district to "offer at least three, one credit courses in at least one language in addition to English." The courses may be offered in any three consecutives grades, 7-12. However, the three courses begin prior to grade 10, opportunities for students to practice and maintain their skills following the three years of study must be provided.

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(612) 296-4073

Mississippi

Enrollment changes: 1978 - 11,026* 1988-89 - 23,802

(Mississippi, continued)

The State of Mississippi recently reinstated the position of foreign language consultant.

The Institutions of Higher Learning, the governing body of the state's universities, is considering increasing entrance requirements to include foreign language study. Currently, university-bound students must obtain one elective from math, science, or foreign language.

A Global Education Task Force was formed in the Spring of 1989 and is currently seeking funding for a conference in the summer of 1990.

Satellite courses in German, Spanish, French, Japanese, and Russian are now available to 128 schools in Mississippi.

Contact: Jeanne Wells Cook, Language Arts Specialist
Mississippi Department of Education
Bureau of Instructional Services
P.O. Box 771
Jackson, MS 39205
(601) 359-3778

Missouri

Enrollment changes: 1978 - 39,907* 1988 - 62,234

Contact: Richard L. King
Missouri Department of Education
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Jefferson City, MO 65102
(314) 751-2625

Montana

Enrollment changes: 1979 - 5,300 1989 - 12,000

Effective in 1992, all secondary schools will be required to offer foreign languages; in 1999 all elementary schools will also be required to offer foreign language study. Foreign language study is also required for admission into the state's colleges and universities, although there are some alternatives. These new accreditation standards are seen as a major success in upgrading foreign language studies. The shift to a K-12 foreign language endorsement for teacher certification is also expected.

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Helena, MT 59620
(406) 444-3129

Nebraska

Enrollment changes: 1979 - 22,188 1989 - 45,186

All secondary schools must now offer two years of foreign language study.

The Nebraska Board of Education has authorized the writing of a position statement on foreign languages and international studies to be developed during 1989-90.

A modified distance learning program has brought about a substantial increase in the number of schools offering foreign language and has helped maintain the two-year requirement.

A state international education cadre team, including representatives of state colleges, educational service units, the Nebraska Department of Education and twenty Nebraska schools has been assembled to assist in promoting international awareness in the state.

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Lincoln, NE 68509
(402) 471-2446

Nevada

Enrollment changes: 1978 - 12,936* 1985 - 16,431**

High school students must earn one credit in Arts/Humanities. This may be fulfilled by an advanced foreign language course (above the second year). The Washoe County School District, the largest in the state, offers a high school Honors Diploma which requires two years of a foreign language.

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New Hampshire

Enrollment changes: 1978 - 29,838* 1985 - 18,582**

Since 1984, secondary schools have been required to offer at least a three year sequence of one foreign language and a two year sequence of a second. Schools with less than 300 students must offer a four year sequence of one foreign language. Draft Junior High/Middle School standards also require foreign languages, but the fate of these standards is uncertain.

A state task force of foreign language teachers is currently supporting the movement toward proficiency-based instruction. The task force is expected to be expanded to

(New Hampshire, continued)

include persons approved by the Office of the Governor and the Chief State School Officer.

The New Hampshire French Cultural Commission was involved in the Second Francophone Summit. Many cultural programs were developed as result of participation of the Governor, Secretary of State, Commissioner of Libraries, Arts and Historical Resources and ethnic organizations. The recent participation in the third summit in Dakar, Senagal promises further international activities.

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NH State Department of Education
101 Pleasant St., Office Park South
Concord, NH 03301
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New Jersey

Enrollment changes: 1978 - 200,522* 1988 - 189,573

Contact: Paul Cohen, Education Program Specialist
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State Department of Education
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New Mexico

Enrollment changes: 1979 - 705 1989 - 35,932

The work of the Albuquerque Language Teachers Association resulted in the establishment of a Modern and Classical Languages Task Force in 1987 to develop ways to improve second language instruction in the state. Their work also led to the hiring of a half-time state supervisor of modern and classical languages, a position which should become full-time this year.

The study of geography is mandatory during the elementary years, and high schools must now offer courses in international studies.

The New Mexico State Constitution encourages all teachers to be proficient in both English and Spanish. Additionally, teachers must integrate eight points of multiculturalism into all aspects of teaching to meet minimum competencies for entry level elementary teachers. K-12 teachers must be aware of resources available for meeting diverse language needs.

The Modern and Classical Languages Task Force successfully lobbied the state legislature in 1989 to pass an "English Plus" memorial as well as a law allowing communication skills to be taught in a foreign language.

(New Mexico, continued)

The Task Force has also endowed the New Mexico Organization of Language Educators with an "English Plus" scholarship and developed teacher training standards and student competencies.

Contact: Henry Pacheco, Consultant
Bilingual Education/Modern & Classical Languages
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Education Building
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New York

Enrollment changes: 1979 - 520,215 1989 - 695,023

The Education for a Global Perspective plan was presented to the New York Board of Regents, the governing body for all public education in the state, in 1980. This plan was later incorporated into the Regents Action Plan for Improving Elementary and Secondary Education Results in New York State. The Plan, approved in 1984, greatly increased requirements for both foreign languages and international studies in the state's public schools. All public schools must offer instruction in at least one foreign language in grades 8-12. Beginning with the class of 1992, all students must have one unit of foreign language study prior to the end of grade 9; beginning with the class of 1994, this requirement will increase to two units. All regents' diploma candidates will need three credits of foreign language study, plus pass a proficiency examination. The first, proficiency-based, Regents' examination was administered in June to students of French, German, Italian, and Spanish.

In addition to the increased foreign language requirements, international education is infused in virtually all subject areas, including social studies, arts and humanities, business and science (particularly global environmental and ecological issues). All students must also take a two-year sequence in global studies in grades nine and ten and pass a state examination.

In 1985, the New York Department of Education established the Center for Multinational and Comperative Education. The mission of the Center is to support the international dimensions of education at all levels by assuring instructional materials reflect international issues and understanding of cultural diversity; providing pre- and in-service training; promoting international exchanges, both academic and cultural; expanding the use of technology in education to assist rural school districts; conduct cross-national studies; cooperating with foreign governments to obtain scholarships for teachers and students; and developing programs to address the needs of cooperating countries and state priorities.

Beginning in September 1993, all applicants for certificates valid for teaching the common branch subjects in kindergarten and grades 1-6 and the academic subjects in grades 7-12 must have completed one year or the equivalent of college-level study of a language other than English.

(New York, continued)

Contact: Paul E. Dammer, Chief, Bureau of Foreign Language Education
State Education Department
State Education Building, Room 228
Albany, NY 12234
(518) 474-5927

Maria Ramirez, Executive Director
Center for Multinational and Comparative Education
State Education Department
State Education Building, Room 225
Albany, NY 12234
(518) 473-8211

North Carolina

Enrollment Changes: 1978 - 90,209* 1988-89 - 125,000 elementary; 110,000 secondary

In 1985, the North Carolina Legislature mandated that all local school units have a full K-12 second language program in place and available to all K-12 public school students. In 1987, the State Board of Education went further to mandate that, by 1993, all public school children must take a second language from Kindergarten through grade 5. 100 of the 134 school systems have begun phasing in elementary programs. The Department of Education has established a Second Language Studies Section with four full-time professional staff.

The first Governor's Language Institutes were held during the summer of 1988. These are four-week immersion institutes for foreign language teachers which are funded directly by the Governor and administered by the Second Language Studies Section.

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State Department of Public Instruction
Second Language Studies Section
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(919) 733-0955

North Dakota

Enrollment changes: 1978 - 8,633* 1989 - 8,230 (23%)

An upper level foreign language course may be used to fulfill the fourth-year English requirement for high school graduation.

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North Dakota Curriculum Council
56 Country Club Acres
Minot, ND 58701

Ohio

Enrollment changes: 1978 - 211,818* 1985 - 217,760**

Contact: Reid E. Baker, Foreign Language Education Consultant
Ohio Department of Education
65 South Front Street, Room 1005
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(614) 466-2211

Oklahoma

Enrollment changes: 1979-80 - 20,589 (7.3%) 1988-89 - 42,634 (17.1%)

The Task Force on Foreign Language Education in Oklahoma issued its report in 1981, recommending that secondary schools be required to offer foreign languages, that elementary foreign language programs be established, that universities establish entrance requirements and that funding be made available for the creation of international high schools. To date, none of these recommendations has become reality.

Both the University of Oklahoma and Oklahoma State University now require that students in the College of Arts and Sciences take a foreign language for a bachelors' degree. Admission requirements are currently being discussed.

International studies requirements have increased; students must take World History in either junior high or high school.

Contact: Alfred Gage, Foreign Language Education Specialist
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Oregon

Enrollment changes: 1978-79 - 29,350 (7-12) 1986-87 - 45,944 (7-12); 54,121 (K-12)

Ten years ago Oregon followed the President's Commission on Foreign Language and International Studies with its own Oregon Governor's Commission on Foreign Language and International Studies. Its report was issued in 1982 with 33 recommendations to increase the international awareness of the citizens of Oregon. Since the report, international activities have increased dramatically.

In 1989 alone, the Oregon Partnership for International Education has formed to develop business, fund-raising, academic and cultural liaison networks. Tokyo International University has become Japan's first institution to establish a full-year academic program on its own campus in the United States. Japanese language enrollments K-12 increased 28% (now 56 times greater than in 1982). A second Japanese immersion school opened this fall to join the first in the United States opened last fall; they join French and Spanish immersion schools already operating for several years. Japanese, Spanish, French and German instruction is offered increasingly via satellite.

(Oregon, continued)

Secondary school foreign language enrollments have risen 9% over eight years, without any statewide foreign language requirements, although such requirements have been discussed and rejected for several years.

The Oregon International Council grew out of the 1980 Governor's Commission. Its mission is to "[further] the international knowledge and understanding of the people of Oregon and [strengthen] their abilities to function in an interdependent environment." The International Trade Institute since 1984 brings strengths of the Oregon State System of Higher Education to focus on pertinent international trade issues facing business, government and academia. The World Affairs Council of Oregon has expanded its activities.

Teacher preparation and repreparation continue to undergo reform, which may mean fewer foreign language teachers, and may raise questions about expectations for oral proficiency. The Oregon State System of Higher Education has proposed to reduce by one-third the annual number of all teachers prepared, at the same time it has endorsed an array of campus-by-campus choices for offering 5-year, 4-year and 1-year post baccalaureate teacher-preparation programs. Legislation eliminated the Continuing Professional Development hours for recertification of any teacher, and the Teacher Standards and Practices Commission has dropped endorsements for Latin and Italian (leaving French, German, Japanese, Russian and Spanish). The legislation requires new teachers to pass the National Teachers Exam, the CBEST and to submit student work samples to help evaluate their student teaching for initial endorsement.

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<u>Pennsylvania</u>

Enrollment changes: 1979 - 254,340 (25%) 1989 - 259,446 (030%)

Every school district is required to offer instruction in at least two second languages (one modern)other than English, at least one of which must be offered as a four-year sequence. Foreign languages may also be offered at the elementary level.

The Office of the Governor has created and operated the Pennsylvania Governor's School for International Studies during the summer, focusing on non-western languages and cultures, particularly Japanese. The Departmen funded summer intensive language programs to instruct elementary, junior high/middle, and secondary students and to provide staff development in ESL and foreign languages.

The State and the Pennsylvania Council for International Studies (Pa CIE) established nine International Education Collaboratives. It has helped in the development of geography and international studies through the creation geographic alliances. Funding was provided to teach Japanese and Chinese languages and cultures, using visiting scholars from Japan and China, in the Downingtown and West Chester School Districts, under the supervision of the districts' foreign language and social studies teachers.

(Pennsylvania, continued)

Pennsylvania, in conjunction with other states through the Satellite Educational Resource Consortium (SERC), provides satellite tele-teaching to 44 schools serving 100 students learning Japanese and 100 students learning Russian. The Department has also provided seed monies to the Milcreek School District to teach Japanese and itehr Reading School District to introduce Spanish and German to elementary students; the districts initiated the programs.

Foreign language teachers received in-service training at the annual Pennsylvania Department of Education Curriculum and Instruction Conference held during the summer.

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Rhode Island

Enrollment changes: 1978 - 26,829* 1985 - 14,871**

College-bound students must study two years of foreign language for high school graduation.

The Rhode Island Foreign Language Association and the state Department of Education have established a task force to study the articulation between the secondary foreign language offerings and the requirements for admission to all state colleges.

The Rhode Island General Assembly in July 1989 established a legislative commission to study the feasibility of improving foreign language and cultural studies in the state.

Contact: Virginia M.C. da Mota, Coordinator
Unit for Limited English Proficient Students
Rhode Island Department of Education
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Providence, RI 02908
(401) 227-6830

South Carolina

Enrollment changes: 1979 - 32,769 1989 - 68,046

Two years of foreign language study is required for admission into the state's colleges and universities; several schools have additional requirements to receive bachelor's degrees.

The South Carolina Advisory Council on International Education was established as a result of the Southern Governors' Association report, Cornerstone of Competition. The Council is composed of representatives of colleges, businesses, the State Development Board, local school districts and other state agencies.

(South Carolina, continued)

An ad hoc committee, the South Carolina Council on Foreign Language Placement and Curriculum, has published policy statements on foreign languages and has developed placement testing policies in all colleges and universities within the state.

The state has developed an articulated high school/college framework of student output statements in foreign languages.

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South Carolina Department of Education
801 Rutledge Building
Columbia, South Carolina 29201
(803) 734-8378

South Dakota

Enrollment changes: 1978 - 5,903* 1985 - 12,570**

Secondary schools within the state are required to offer foreign language instruction. One semester of geography is required for high school graduation.

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Pierre, SD 57501-2291

Tennessee

Enrollment changes: 1983 - 34,000 1988 - 78,000

Two years of foreign language study is required to receives a high school honors diploma. Two years of a foreign language is now required for entrance into the state's four-year universities.

The 96th General Assembly established a state-wide Foreign Language Institute to serve the business community, provide training for foreign language teachers, and do research in methods of teaching foreign languages.

The state also supports and annual Governor's Academy for Teachers of Foreign Languages and the Governor's School for International Studies.

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Texas

Enrollment changes K-12: 1979 - 219,157 1989 - 354,029
7-12: 1979 - 151,155 (12%) 1989 - 304,938 (22%)

(Texas, continued)

Two years of foreign language study is required for the state's "Advanced High School Program." All secondary schools must now offer two levels of instruction in foreign languages. The State Board of Education has passed a recommendation that students take three levels of language for academic success in college.

In 1989, for the first time ever, the Commissioner of Education approved grants for Texas language teachers to study abroad.

Texas now requires teachers to have an academic or interdisciplinary major, which is resulting in more prospective teachers studying foreign languages.

In 1989, the Texas Legislature approved a resolution which encourages the State Board of Education to emphasize the importance of international education in Texas by developing a program that will include international studies and a foreign language curriculum for Texas schools from the early grades.

The state Department of Commerce operates five trade offices abroad (Japan, Taiwan, Mexico, 2 European countries). One of the functions of this office is cultural or educational.

In 1989 a series of regional conferences highlighted model language programs in Texas.

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Division of General Education
Texas Education Agency
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Austin, TX 78701
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Utah

Enrollment changes: 1983 - 18.7% 1988 - 33%

The University of Utah requires two years of foreign language study for admission; Brigham Young University requires its students to have a specialty in math, science or foreign languages.

The 1988 legislature passed a resolution to reexamine the place of foreign language in the curriculum.

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250 East 500 South
Salt Lake City, UT 84111

Vermont

Enrollment changes: 1978 - 12,920* 1989 - 20,314

(Vermont, continued)

Foreign language study is required for admission into the state's university. The position of foreign language supervisor has increased from ten hours per month to half time.

New foreign language teachers must take an Oral Proficiency Interview and a test of reading and writing proficiency.

The Vermont Foreign Language Association is actively involved in creating and administering proficiency assessments of new teachers.

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Montpelier, VT 05602-2703
(802) 828-3111

Virginia

Enrollment changes (8-12): 1979 - 108,878 1989 - 154,901

The Governor's Foreign Language Academies were established in 1986. Intensive 3 and 4 week summer residential programs are offered tuition-free for talented and interested students of French, Spanish, German, Latin, Russian and Asian Studies.

An Advanced Studies Diploma was established in 1984 requiring three years of study of one foreign language or two years of two foreign languages. The majority of Virginia colleges and universities require foreign language study for graduation.

Teacher education in Virginia is presently undergoing significant change. State-level area specific criteria have been replaced by a policy that permits each IHE to design its own teacher preparation program. A few now require a minimal amount of foreign language study for graduation. A new recertification program permits a variety of options for renewing certificates. Conducting workshops, travel abroad, and inservice projects now are acceptable activities as well as traditional coursework.

The Hauni Corporation (West Germany) works with Richmond-area vocational education programs, providing on-the-job training for a semester in Germany. The Japan-Virginia Society promotes teacher exchanges and related activities.

A new proposal is being considered by the State Board of Education which would further increase high school graduation requirements. Under the proposal, students would have to acquire an advanced diploma, either academic or vocational. The academic diploma would require students to have four years of one foreign language or two years of two. Vocational students would need two years of foreign language study or computer applications. Additionally, students would have to take courses in international business and geography.

The Marketing Education Service coordinates international marketing seminars with local school divisions in Virginia. The seminars are designed to assist in opening international opportunities for small businesses in Virginia. The Marketing Education

(Virginia, continued)

Service also offers foreign merchandising tours for Virginia marketing teachers. The tours allow teachers to meet with foreign business persons, tour facilities and exchange information. Participating teachers earn three college credits.

Contact: David E. Cox, Supervisor
Foreign Languages, ESL & Bilingual Education
State Department of Education
P.O. Box 6-Q
Richmond, VA 23216-2060
(804) 225-2055

Washington

Enrollment changes: 1978 - 60,270* 1985 - 82,775**

The State Board of Education in 1984 adopted the State Language Policy Position Statements. These support every student being given the opportunity and encouraged to study a foreign language beginning as early as possible.

The state legislature established the position of Supervisor of International Education in 1987.

Contact: Joseph Dial
Bilingual Education and Foreign Languages
OSPI
Old Capitol Building, FG-11
Olympia, WA 98504
(206) 753-2573

West Virginia

Enrollments: 1978 - 20,204* 1987-88 - 22,000 (25%)

Contact: Deborah Brown, Foreign Languages Coordinator
West Virginia Department of Education
Capitol Complex
Building 6, Room B-330
Charleston, WV 25305
(304) 348-7805

Wisconsin

Enrollment changes: 1979 - 55,732 (17.1%) 1989 - 81,424 (34%)

Effective in 1994, all school districts will be required to provide regular insturction in foreign language in grades 7-8. Secondary schools are required to "provide access" to the study of foreign language each year in grades 9-12.

For certification, foreign language teachers must have study abroad experience, or an approved immersion experience.

(Wisconsin, continued)

Contact: Frank Grittner, Foreign Language Education Supervisor
State Department of Public Instruction
125 South Webster Street--Box 7841
Madison, WI 53707-7841
(608) 266-3079

Wyoming

Enrollment changes: 1978 - 5,528* 1985 - 10,047**

Contact: Paul O. Soumokil, Coordinator
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State Department of Education
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(307) 777-6234